

DOCUMENT RESUME

ED 106 811

CS 001 862

TITLE [Mentor High School Reading Program.]
INSTITUTION Mentor Exempted Village School District, Ohio.
PUB DATE Mar 75
NOTE 8p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS Content Reading; *Developmental Reading; *Effective Teaching; Listening Skills; *Reading Instruction; *Reading Programs; Reading Skills; Secondary Education; Speech Skills; Writing Skills

IDENTIFIERS *Effective Reading Programs; Right to Read

ABSTRACT

This program, begun in 1968 and included in "Effective Reading Programs...", serves about 2,800 students in grades 10-12. A secondary reading skills chart was developed, behavioral objectives were written, and minimal-competency tests in both reading and writing were prepared. During the school year, all skills listed on the chart are reviewed by all tenth-grade students in every language arts class. In April, the two competency tests are administered to these students. Students whose test results indicate that they are deficient in reading or writing skill development are required to enroll in a corrective program at the beginning of the 11th grade. They remain in the program until they have reached competency level. Students who demonstrate reading and writing competency in grade 10 are free to enroll in courses in the nine-week elective program in grades 11 and 12, where development in the four language skills areas--reading, writing, speaking, and listening--is continued, using interest-centered content. Teachers in content areas other than language arts are also involved in the program, working with the reading specialist and using the learning/media centers with their students. (TO/AIR)

MENTOR SECONDARY READING PROGRAM

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT
OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

Prepared by:
Ruth W. Gooding, Secondary
Reading Coordinator
Mentor Public Schools
Mentor, Ohio 44060
January 15, 1974
Revised: March 24, 1975

It is the belief of the Mentor Secondary Reading Staff that learning to read is a lifetime process that must be taught, reviewed and refined at every grade level from K through 12. Further, the Mentor Secondary Reading Staff believes that reading skills must be taught to students in all ability tracks and that the reading skills needed in each content subject area must be taught with that content.

As the Mentor Public School District experienced rapid growth in pupil enrollment, it became obvious several years ago that the services of one reading specialist in each secondary building would not permit us to reach all of the students who needed additional instruction in reading. For financial reasons, it was impossible to employ additional reading specialists.

Since reading is a vital component of the Language Arts Program, and since all students are enrolled in English or language arts at every grade level, it seemed logical that the main thrust of the Secondary Reading Program should be via the English Program.

With a reading specialist in each building to work with the English staff--many of whom had no training in the teaching of reading skills--this alternative for reaching all students appeared to be the only approach that could be taken in order to solve our problem.

At the junior high school level, on Monday, Wednesday, and Friday of each week, the reading specialists in our three buildings, meet with groups of grade 7 students (15-20 students per class) who have been identified through established criteria as having the ability to achieve at a higher level in reading. After a series of diagnostic instruments have been used, students are dropped from the classes if it is decided that they would receive sufficient reading skill development in a regular language arts class. Some students seen in this reading class situation may be enrolled in a class again in grade 8 or 9 if additional "outside the language arts class" reading assistance is needed.

On the additional two days during the week, the three junior high school reading teachers do some work with students identified as being severely retarded in their reading skill development. However, the bulk of their time during these two days is spent providing consultant services for other teachers in their buildings. Since developmental reading is a vital component in all secondary language arts courses, the reading teachers have devoted the major portion of their consultant time during the past four years assisting in the development of that program. They do, however, work with teachers in other content subjects when they are asked to do so.

In their work with content teachers, usually the reading specialists: (1) prepare and administer informal classroom reading surveys to provide teachers with a rough estimate of their students' ability to read with understanding the printed materials used in their classes; (2) teach students one or more study techniques appropriate for use in that particular subject area; (3) teach students the effective use of the various parts of their textbooks; (4) do demonstration teaching to illustrate for the teacher precisely what is included in giving an effective student assignment; and, (5) provide materials for individual student use during study hall time.

2 BEST AVAILABLE COPY

In all language arts (English) classes, specific reading skills are taught. During the summer of 1972, a curriculum study group developed a set of working papers for the grades 7-9 language arts curriculum. Objectives were written in terms of student outcomes and a criterion-referenced test was constructed to measure student entry-level performance in each skills area. Based upon information gathered when these materials were used during the 1972-73 and 1973-74 school years, revisions were made in the curriculum guide before it was adopted by the Board of Education in August of 1974. Student performance on the criterion-referenced test also led to revisions being made in this document. Scoring of the criterion-referenced test has now been computerized. Additional revisions must be made in this instrument before it is administered again in the fall of 1975. The purpose of this test is two-fold; first, individual student reading skills weaknesses are identified and annual growth or lack of growth can be seen; and, secondly, it provides information concerning universal student reading skills needs necessary for curriculum planning.

At the senior high school level, reading development has gradually been introduced and program planning has begun. Specific programs are planned that allow students to select language arts courses that are of interest to them. However, there are certain required courses in language arts for all students and, even in the selected courses, the four skills of reading, writing, speaking, and listening are taught.

This program is under the leadership of an English/Reading Specialist who serves as the High School Language Arts Master Teacher. The Mentor System Secondary Reading Coordinator is also housed at the high school where she serves a dual role as a building administrator and reading consultant.

The current Secondary Reading Program with its emphasis upon providing reading skill development through the Language Arts Program and through content subject teachers was implemented seven years ago. At that time, rather serious staff resistance was experienced. Although there still may be found an individual staff member who does not accept this responsibility, at least 90% of the secondary language arts teachers are now teaching reading skills and are actually beginning to feel comfortable doing so. However, a huge task remains if the same degree of involvement on the part of content subject teachers is to be realized.

At the senior high school level, intensive curriculum work was undertaken during the summer of 1974. Skills charts were developed for the language arts skills area of reading, writing, speaking and listening. (See Attachment A for Reading Skills Chart.)

A plan was developed for the review of all reading skills in the grade 10 program. Minimal competency tests were constructed in both reading and writing. These tests were field-tested with grade 11 and 12 students during the fall of 1974, results were analyzed and revisions made. Both tests will be administered in April of 1975 to all grade 10 students. Students who show a lack of reading and/or writing competence will be scheduled into programs specifically designed to strengthen their identified weaknesses.

In addition to these criterion-referenced tests, a standardized achievement test battery and a group intelligence test are administered annually to all secondary students. The results of this testing program provide longitudinal evidence as to the effectiveness of the secondary reading program.

SUMMARY

The Mentor Secondary Reading Program includes the following components: reading skills taught in corrective reading classes; limited remedial reading services; developmental reading taught as a part of all language arts courses; reading consultant services available to all teachers; and, reading skill development in content subject classes. In-service training for language arts and content teachers is an important part of the total program. (See Attachment B for Reading Program Component Chart and Examples.)

JUNIOR HIGH SCHOOL READING PROGRAM (Grades 7-9)

In our three junior high schools, each of which houses approximately 1,000 grade 7, 8, and 9 students, corrective reading classes are taught on three days weekly. Students are selected for these classes and generally remain in them for an entire school year. Corrective classes are taught by the reading specialist in each building and that program is designed to develop student interest in reading and to strengthen identified individual reading skill weaknesses. Major emphasis is placed upon building student self-image, upon the development of student self-reliance and upon providing an attractive, friendly atmosphere conducive to motivating student learning.

On Tuesday and Thursday of each week, the reading specialists are free to assist students, language arts and content teachers. They also assist in providing system in-service training programs.

MENTOR HIGH SCHOOL READING PROGRAM (Grades 10-12)

At the senior high school level, developmental reading is taught through the language arts program to all 2600 students. The total program has been planned to provide opportunities for student selection of 9-week courses that are of interest to them. However, certain courses are required for all students and, even in the 9-week courses, the four skills of reading, writing, speaking, and listening are taught. This program operates with leadership provided by a Reading/English Specialist who serves as the Language Arts Master Teacher and the Secondary Reading Coordinator. Many of the same reading consultant services listed as being provided in the junior high schools are also provided at the senior high school.

Finally, at the senior high school and in one of the three junior high schools, the traditional school libraries have been converted into learning/media centers. Both print and non-print materials are available in these centers. Students are sent to them individually or in small groups from class or study hall to use designated reading skill building materials. Students are also encouraged to go to these areas to just browse, to read newspapers or magazines or to read books of their own choosing.

In conclusion, the Mentor Secondary Reading Program has been designed to meet the reading needs and interests of all students at all ability and educational levels, and it has been planned to provide the assistance needed by teachers to enable them to teach reading skills in their classrooms. Although this program has not been fully developed at this point in time, based upon the information gathered through the use of many evaluative procedures, it appears to be producing results in terms of student growth in reading skills beyond our expectations, especially at the high school level. We believe that eventually we will have a truly comprehensive secondary reading program. We will see our students leaving our school system with both the ability and the desire to read!

MENTOR SECONDARY LANGUAGE ARTS SKILLS CHART

Grades 7 - 12

PART I --- READING SKILLSRECOGNIZING & UNDERSTANDING WORDSVOCABULARY DEVELOPMENT

Context Clues
Multiple Meanings
Using the Dictionary
Synonyms & Antonyms
Shades of Meaning
Figures of Speech
Word Origins

WORD ANALYSIS

CONTEXT CLUES
Multiple Word Meanings
Meaning from Sentence or Paragraph
Experience Clues
Comparison/Contrast Clues
Synonym Clues
Summary Clues
Reflection of a Mood or Situation Clues
Previous Contact Clues

STRUCTURAL ANALYSIS

Compound Words
Word Division for Pronunciation
Root Words/Prefixes-Suffixes

PHONETIC ANALYSIS

Consonants
Vowels
Digraphs (Vowels or Consonant Combinations)
Diphthongs (Vowels with special Sounds)

DICTIONARY

Using Pronunciation Key
Finding Proper Definition

RECOGNIZING AND UNDERSTANDING IDEASCOMPREHENSION SKILLS

LITERAL
Directions
Topic
Sentence
Details
Sequence

IMPLIED
Main Idea
Predicting Outcomes
Making Inferences
Organizational Patterns
Simple Listing
Time Order
Compare/Contrast
Cause/Effect
Draw Conclusions
Author's Purpose
Theme
Style

CRITICAL THINKING

Fact or Opinion
Propaganda Techniques
Name-calling
Glittering Generalities
Testimonials
Bandwagoning
Cardstacking
Plain Folks
Transfer
Appraise Author

STUDY & REFERENCE SKILLSPART IISTUDY SKILLS

Locating Information
Selecting & Evaluating
Organizing
Outlining
Notetaking
Summarizing
Use of Mass Media
Use of SQ3R or Other Study Techniques
Application of Organizational Patterns

PART IIIREADING RATEFLEXIBILITY

Reading for Enjoyment
Study Reading
Skimming for Information

Revised November 1974

MENTOR SECONDARY READING PROGRAM COMPONENTS AND EXAMPLES

GRADE 7	X	Reading in Language Arts
	X	Corrective Reading Classes
	X	Remedial Reading
	X	Skills Assessment Test
	X	Norm Referenced Achievement Test
	X	Intelligence Test
	X*	Minimal Competency Test
	X	Major Assessment Points (Decisions)
GRADE 8	X	
GRADE 9	X	
GRADE 10	X	
GRADE 11	X	
GRADE 12	X	

* Test Re-Administered if not passed in Grade 10.

EXAMPLES OF STUDENTS PROGRESSING THROUGH THE SECONDARY READING PROGRAM

- (1) Student Entering Grade 7 - Non-verbal I.Q 95-up; Iowa Reading Score 6.5 down, "C" or below reading grade in 6th grade; teacher comments related to need for reading assistance. Student is enrolled in a grade 7 Reading Improvement Class which is taught by a reading specialist. Instruction in these classes is based upon individually diagnosed needs. Student is also placed in a Regular or Functional Class in the Language Arts Program where the emphasis is on developmental reading. The Reading Skills Assessment Test is used at the beginning of the school year to identify specific skills deficiencies. The Iowa Test of Basic Skills and the Lorge Thorndike Intelligence Tests are administered in the fall to measure reading potential.

Grade 8 - Based upon growth in reading while in grade 7, the student is scheduled into a Regular or Functional Language Arts class and, if the student is still reading at an abnormally low level in relation to his potential, individual reading instruction is provided by the building reading specialist in addition to the developmental reading instruction provided in the Language Arts Class. The same tests are used as were listed for grade 7.

Grade 9 - The student continues reading skill development in the Language Arts Program. Depending upon his progress, he may remain in the same track or may be moved to a higher or lower achieving track. Tests used are: Test of Academic Progress and Junior High School Reading Skills Assessment.

Grade 10-12 - All information concerning reading progress is reviewed. In addition student goals of career or college after high school are used in student placement in the Language Arts Program. Students are shifted from one track to another based upon school records and teacher observations. Late in grade 10, all students are given a Reading Minimal Competency Test. If the student does not pass the test, he has one additional year of study

at the end of which the test is re-administered. If the student is still unable to pass the test, during his senior year, his Language Arts Program is built around his reading deficiencies in a final attempt to assure literacy level reading skill development prior to graduation. The Test of Academic Progress is given to all students in grades 10, 11 and 12. Intelligence Tests are also administered to measure student potential.

- (2) Student Entering Grade 7-9 - Non-verbal I.Q. as high or higher than verbal I.Q.; Iowa Reading Achievement Test Scores 7.0 - up; sixth grade reading grades of "C" or better; no teacher comments concerning lack of reading skill development - the student is placed in a Regular or Honors Language Arts class depending upon his ability and achievement. Programs for both tracks are designed to emphasize developmental reading skills. The same tests are administered as were listed for Example #1.

Grade 10-12 - A thorough study of the student's records for junior high school is made. In Grade 10 developmental reading skills continue to be stressed and reviewed. The same tests are administered to this student as to the student in Example #1. Flexibility of movement exists between tracks at all levels.